

2017 PSMLA Exemplary Program Awards PEP Showcase

In honor of the national “2005 Year of Languages”, PSMLA began showcasing Exemplary PA high school foreign language Programs (PEP). All PA high schools (public, parochial, private, charter) are encouraged to SHOWCASE their exemplary programs.

To participate, high schools must submit documented evidence that they meet the rigorous criteria established by PSMLA – with signatures of the school superintendent, principal, and supervisor/department chair to attest to the accuracy of the information submitted. The criteria are detailed in the form of the 11 indicator PEP Rubric (see www.psmla.org website).

The PEP Rubric may also serve as a BLUEPRINT to assist schools by helping them to evaluate their world language programs and by providing concrete goals for improvement as needed.

PSMLA believes that all PA students deserve exemplary foreign language programs! Therefore, PEP is *not* a competition; *every* school that meets and provides the required evidence receives a commensurate award.

On the following pages see:

- 2017–18 PEP Schools (listed by award categories)
- Individual School Profiles (Listed alphabetically)
- Rationale for the 11 PEP Program Indicators
- Notes to Parents and Administrators

PSMLA Exemplary Program Award Schools 2017



GOLDEN GLOBE AWARDS

- Abington Senior High School**, Abington S.D., Abington, 2013-18
- Academy of Notre Dame**, Villanova, 2005-18
- Carlynton Jr./Sr. High School**, Carlynton S.D., Carnegie, 2015-16 2017-18
- Chartiers Valley High School**, Chartiers Valley S.D., Bridgeville, 2014-15 2017-18
- Fairview High School**, Fairview S.D., Fairview, 2017-18
- Gateway High School**, Gateway S.D., Monroeville, 2010-11 2012-13 2014-15 2016-17
- Jenkintown High School**, Jenkintown S.D., Jenkintown, 2016-17
- Merion Mercy Academy**, Lower Marion S.D., Merion Station, 2005-06 2015-18
- Owen J. Roberts High School**, Owen J. Roberts S.D., Pottstown, 2013-18
- Penncrest High School**, Rosetree Media S.D., Media, 2005-06 2012-13 2014-17
- Pequea Valley High School**, Pequea Valley S.D., Kinzers, 2017-18
- Pittsburgh Allderdice High School**, Pittsburgh Public Schools, Pittsburgh, 2005-06 2007-18
- Pittsburgh Brashear High School**, Pittsburgh Public Schools, Pittsburgh, 2016-17
- Strath Haven High School**, Wallingford-Swarthmore S.D., Wallingford, 2015-18
- Upper Moreland High School**, Upper Moreland Township S.D., Willow Grove, 2009-18
- Vincentian Academy**, Pittsburgh, 2006-07 2008-09 2011-12 2014-15 2016-17
- William Penn Charter School**, Philadelphia, 2017-18



SILVER GLOBE AWARDS

- Boiling Springs High School**, South Middleton S.D., Boiling Springs, 2012-13 2014-15 2017-18
- Cumberland Valley H. S.**, Cumberland Valley S.D., Mechanicsburg, 2013-14 2015-18
- North Hills Senior High School**, North Hills S.D., Ross Twp., 2014-15 2016-17
- Plymouth Whitemarsh High School**, Colonial S.D., Plymouth Meeting, 2017-18



BRONZE GLOBE AWARDS

- Gettysburg Area High School**, Gettysburg Area S.D., Gettysburg, 2015-18
- J.P McCaskey High School**, S.D. of Lancaster, Lancaster, 2014-17



GLOBE AWARDS

- Delaware Valley High School**, Delaware Valley S.D., Milford, 2015-18
- Hanover High School**, Hanover Public S.D., Hanover, 2017-18
- Titusville Area High School**, Titusville Area S.D. Titusville, 2017-18



Abington Senior High School

Abington School District

2013-2018

Abington, PA

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| High percentage of world language enrollment | 71% of school population is enrolled in World Language in grades 9-12. 555 WL students at AJHS in 9 th grade. 1114 WL students at ASHS in grades 10-12. A total of 1669 students are enrolled in a World Language class out of 2358 students in Abington School District in grades 9-12. |
| Languages in 4 year sequences | With a 9-12 district enrollment of 2358, we have French, German, Mandarin, and Spanish, in a 6 year sequence of courses culminating in AP language courses. We have Latin in a 3 year sequence culminating in AP Latin. |
| Retain students at higher levels | In 9 th grade, there are 555 students enrolled in World Language classes. In levels 4 and above, there are 441 students enrolled in World Language classes for a retention rate of 80%. |
| AP, IB, level 5, and/or CIS program | We have AP courses in all 5 languages: French, German, Latin, Mandarin Chinese and Spanish. Students took AP tests in 2016 for French, German, Latin, Mandarin, and Spanish. |
| Schedule one level per period | All courses are scheduled one level per period. |
| Extended sequence | Level 1 instruction begins in 7 th grade for 45 minutes daily in French, German, Mandarin Chinese, and Spanish. Level 1 instruction in Latin begins in ASHS. |
| Implement Key Instructional Practices | Through classroom observations based on the criteria included in the observation rubric of target language use by teacher and students, interaction with the language for communicative purposes and culture as the base for the lesson development, it was determined that 100% (19/19) of teachers grades 9-12 use the key instructional practices on a daily basis. |
| Administer standards-based performance assessment | Each course administers 5 common assessments among the four modern languages: French, German, Mandarin Chinese, and Spanish. Four common assessments are performance-based assessments and one is a growth-measure. The writing and speaking rubrics are proficiency-based by level from the Fairfax County Schools, VA PALS. Included in the evidence are a level 1 Performance-based assessment, Level 3 Performance-Based Assessment and the reporting tool for student performance on the 5 common assessments. |
| Engage in yearly staff development on world language topics | 100% (19/19) of the staff participated in district World Language Staff Development Workshop on Comprehensible Input and/or on Teaching Listening Strategies in a Second Language held on September 1 and November 8, 2016 respectively-. 95% (18/19) of the staff participated in local and national World Language conferences during the fall 2016. Abington used 2 webinars from Pearson during professional development time. Each webinar was 45 minutes long with 45 minutes group discussion on implementation. The teachers then used one hour for each webinar to plan lessons incorporating strategies from the 2 webinars as evidenced by review of lesson plans for a total of 5 hours. The webinars took place on 11/14/16, 11/21/16, and 12/19/16. |
| Membership in professional orgs | 15/19 teachers are members of a professional organization= 79%. |
| Provide special program features | The World Language Department participates regularly in extra-curricular activities involving world language competitions, world language clubs and world language field trips in the community. |



Academy of Notre Dame

Villanova, PA

2005-2018

Mrs. Katherine Drown, kdrown@ndapa.org Phone: 610-687-0650, ext. 181

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| High percentage of world language enrollment | The Academy of Notre Dame offers language study to all students Grades 6-12. Of the high school enrollment, 96.1% of students are studying one or more world languages. |
| Languages in 4 year sequences | At the Academy of Notre Dame sequential programs begin in grade 6 and continue through grade 12 in French and Spanish (Levels 4, 5 and AP in each language). All world language courses are year-long courses. |
| Retain students at higher levels | 100% of current grade 9 students are enrolled in a WL class; 78% of current grade 12 students are enrolled in a WL class Level 4 or above. |
| Participate in AP, IB, level 5, and/or CIS program | The Academy of Notre Dame has one section of level 5 and one section of AP in French and two sections of level 5 and one AP class in Spanish. Students are enrolled in all five classes. |
| Schedule one level per period | There are no multi-level world language classes at the Academy of Notre Dame. |
| Extended sequence | The Academy of Notre Dame has an extended sequence of instruction in French and Spanish in Grades 6-12. All world language classes meet five times per cycle for sixty-five minutes (modified block scheduling). As we continue to grow our Latin and Mandarin programs, we will offer the same sequence of study as French and Spanish. |
| Implement Key Instructional Practices | 100% of modern world language teachers implement key practices. |
| Administer standards-based performance assessment | The school administers standards-based assessments in all modern languages at four benchmarks. In all levels 1-4, a written assessment is given to all students. A standards-based performance assessment is given in level 2 of Latin. |
| Engage in yearly staff development on world language topics | 7 World Language Teachers attended the PSMLA conference in King of Prussia on Oct. 16 and 17, 2015. The Chinese Teacher attended the 2016 Penn Language Educator Symposium on Dec. 10, 2016. The Latin teacher attended the ADVIS conference On Dec. 1, 2016. |
| Membership in professional orgs | 100% of world language teachers belong to one or more professional world language organizations. Two teachers belong to PSMLA, two French teachers belong to the AATF and five Spanish teachers belong to the AATSP. One teacher belongs to ACTFL. The Chinese Teacher belongs to the Chinese Language Teachers Association and the Latin teacher belongs to the Society for Classical |
| Provide special program features | Notre Dame provides enrichment activities for world language students in clubs meeting during the activity period once per month. Notre Dame provides extensive foreign travel opportunities. In the summer of 2015 students travelled to France and Spain and this year students are scheduled to go to France. Notre Dame students participated in a Spanish exchange program with a private school in San Lorenzo de El Escorial, Spain during the 2016 school year as well as a leadership seminar in Taiwan in summer 2016. |



Boiling Springs High School

South Middleton School District

Boiling Springs, PA

2017 – 2018

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| High percentage of world language enrollment | 60% of eligible students are enrolled in a world language class. |
| Provide a variety of languages in a 4 year high school sequence | Students are enrolled in a five-year sequence in both French and Spanish (I-IV and Advanced Placement Language). The eligible school population is 628. |
| Retain students at higher levels | 22% of ninth grade students continue to level IV and above. |
| Participate in AP, IB, level 5, and/or CIS program | Students are enrolled in both the French and Spanish AP Language & Culture courses. All courses are enrolled this year. |
| Classes are one level per period | There are no multi-level courses. AP Spanish (level 5) and Advanced Practice in Spanish Language (level 6) are taught together but have one curriculum taught to the entire group and flipped with a second curriculum the following year. |
| Provide an extended | French and Spanish span five years, beginning in grade 8. All courses are enrolled this year. |
| Implement Key Instructional Practices | 100% of high school language teachers meet the Four Key Instructional Practices. |
| Administer Standards-based , performance assessment(s) | French IV / Spanish IV complete the same writing assessment based on ACTFL scale. |
| Yearly staff development | 94% of high school faculty meet the requirement of outside and in-house professional development. |
| Membership in professional organizations | 94% of high school world language teachers belong to a professional organization. |
| Provide special program features | Teacher traveled with students to France in summer 2016. French students have pen pals in France. Students compete at local university annual language competition. |



Carlynton Jr./Sr. High School

Carlynton School District

Carnegie, PA

2017 – 2018

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| Maintain high percentage of total world language enrollment | We have a total student enrollment of 425 students in grades 9-12. We have 163 students enrolled in world languages (9-12). $163/425 = 38.4\%$ |
| Provide a variety of languages in a 4 year high school sequence | We have a Spanish 5 Dual Enrollment class as well as a French 4/5 class for 425 students in grades 9-12. |
| Retain students at higher levels | Our current 9 th grade world language enrollment is 58 students. Our current Level 4 and Level 5 enrollment is 31 students, $31/58 = 53.45\%$. |
| Participate in AP, IB, level 5, and/or CIS program | We have four Dual Enrollment (CIS) courses. We have Spanish 3 Dual Enrollment, Spanish 4 Dual Enrollment, Spanish 5 Dual Enrollment, and French 4/5 Dual Enrollment. |
| Schedule classes that are one level per period | None. We offer a course French 4/ 5, however, the students all learn from one curriculum and it is flipped with a second curriculum the following year. Per the PEP Guidelines this exempts the course from being considered a “split” level. |
| Provide an extended sequence instruction in at least one commonly taught language | We have Spanish, and French Exploratory classes beginning in grade 7. The students take the course for one 9-week period three days a week for 47 minutes per class (totaling 141 minutes a week.) In 8th grade, students can choose to take Spanish 1 or French 1 for a full year, every day of the week for 47 minutes. We have levels 1, 2, 3, 4 and 5 for both world languages. |
| Implement Key Instructional Practices | 100% of world language teachers implement the Four Key Instructional Practices. The percent was obtained through classroom observations. |
| Administer Standards-based , performance assessment(s) | A SOPI (Simulated Oral Proficiency Interview) district-wide speaking assessment is administered across all world languages at the year-end Level 3, and at the year-end Level 5 at two benchmarks. |
| Engage in yearly staff development on world language topics | 100% of our World Language teachers attended at least one full day local, state or national Outside Professional WL activity or the equivalent per the PEP Guidelines (two of us took a group of 22 students to the Yucatan Peninsula, Mexico, in June 2015.) 100% of our World Language teachers participated in a full day in-house professional WL activity. |
| Maintain current membership in professional organizations | Three of the three world language teachers in our district are members of a professional organization. $3/3 = 100\%$ |
| Provide special program features | <p>*The Spanish 2, Spanish 3, 4, and 5 Dual Enrollment students participate in Mystery Skype activities with schools and students all over the world for a linguistic and cultural exchange.</p> <p>*The French 2, 3, 4, and 5 students go to the Carnegie Museum of Art to observe and interact with Impressionist art and eat at an authentic creperie.</p> <p>*The Spanish 2, Spanish 3, 4, and 5 Dual Enrollment students participate in an E-PALS activity throughout the year where the students connect with a school in various Spanish-speaking countries for a language exchange.</p> |

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Chartiers Valley High School

Chartiers Valley School District

Carnegie, PA

2017-2018

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| High percentage of world language enrollment | We have 614 students, 58% of total school enrollment, enrolled in a foreign language. |
| Languages in 4 year sequences | We have three languages with year-long courses scheduled in French, German and Spanish |
| Retain students at higher levels | We have 205 9th graders enrolled in language, and 104 students enrolled in level 4 or above. 51% of our 9th graders remain in the language courses until level 4 or above. |
| Participate in AP, IB, level 5, and/or CIS program | We currently have students enrolled in CIHS French, German and Spanish and in AP Spanish. |
| Schedule one level per period | All of our High School language classes are single-level classes that meet Monday-Friday in a 41 minute period. |
| Extended sequence | We have students enrolled in sequential language classes from French 1 – CIHS French 4; German 1-CIHS German 4; Spanish 1A – AP Spanish. In addition, we have students enrolled in Spanish from K-8. |
| Implement Key Instructional Practices | We implement Best Practices in all language classes including, but not limited to, 100% of our High School language teachers using the target language at least 90% of the time, and students engaging in group communicative activities 3-5 days. |
| Administer standards-based performance assessment | We administer the SOPI once a year in French 2 & 3, German 2&3 and Spanish 3. We use the SOPI we were trained in by Thekla Fall on February 15, 2013. |
| Engage in yearly staff development on world language topics | 30% (two teachers/6) completed outside Professional Development. 83% (5 teachers/6) completed in-house Professional Development. |
| Membership in professional orgs | We have 50% of our teachers belonging to a professional organization, 3 teachers out of 6. |
| Provide special program features | We have students participating in French Club, German Club, and Spanish Club. We did trips abroad with students to Germany and Spain in 2016 and participated in the Three Rivers German Competition. We have students enrolled in the PSMLA Global Scholars program. |



Cumberland Valley High School
Cumberland Valley School District
Mechanicsburg, PA
2013-2018

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| Maintain high percentage of total world language enrollment | The total enrollment of Cumberland Valley High School is 2609. The number of students enrolled in World Language courses is 1338. Therefore, 51% of high school students are enrolled in a World Language. |
| Provide a variety of languages in a 4 year high school sequence | The Cumberland Valley School District has a 6-year sequence in Chinese, French, German, and Spanish. Latin has a 4-year sequence. |
| Retain students at higher levels | Cumberland Valley High School has a total of 504 ninth grade students enrolled in a World Language, with 252 students enrolled in Level IV or above. Therefore, 50% of our students are retained. |
| Participate in AP, IB, level 5, and/or CIS program | Cumberland Valley High School has Advanced Placement courses in Chinese, French, German, Latin, and Spanish. International Baccalaureate courses are taught in Chinese, French, German, and Spanish. |
| Schedule classes that are one level per period | There are no curricularly split, multi-level classes at the Cumberland Valley High School. Although Chinese AP and IB SL Year 1 courses appear combined, the same curriculum is taught with differentiated assessments. The French IB SL Year II, AP French and French VI courses also utilize the same curriculum, flipped from year to year, with differentiated assessments for AP vs IB. |
| Provide an extended sequence instruction in at least one commonly taught language | Cumberland Valley School District has full year daily language instruction in grades 7-12 in French, German, and Spanish. Chinese and Latin are also taught at the high school for grades 9-12. Middle school students receive an introduction to 4 languages (French, German, Spanish and Latin) in a 20 day rotation, but classes still meet daily. |
| Implement Key Instructional Practices | Of the 12 World Language teachers at Cumberland Valley High School, 7 teachers implement all four key instructional practices 100% of the time. 5 teachers implement the key instructional practices 75% of the time. On average, all teachers implement the four key instructional practices 90% of the time. |
| Administer Standards-based , performance assessment(s) | Cumberland Valley School District implements a SOPI assessment scored on the ACTFL scale at the end of both the first and second years of language study in Spanish, French, and German in grades 7-12. Latin II classes read authentic Latin text and provide a translation as an assessment of one of the Classical Standards. |
| Engage in yearly staff development on world language topics | 83% of the World Language teachers at Cumberland Valley High School participated in an 8 hour in-house in-service with content specific to World Language instruction. |
| Maintain current membership in professional organizations | 40% of teachers belong to professional organizations. |
| Provide special program features | Educational travel opportunities took place in China and Germany in March, 2016. May 2016, Latin students participated in and competed in the Classics Festival at Dickinson College. This participation involved weeks of project and competition preparation, followed by a full day of events on the day of the festival. Chinese New Year was celebrated on February 10, 2016 with a presentation for the community collaborated upon by the Chinese classes and members/groups of the community. Weeks of preparation went into the event. |



Delaware Valley High School

Delaware Valley School District

Milford, PA

2015- 2018

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| Maintain high percentage of total world language enrollment | 39% of high school students are enrolled in a world language. |
| Provide a variety of languages in a 4 year high school sequence | The Delaware Valley School District had a 6 year sequence in French, German and Spanish beginning in 7th grade which will end this year. We now have a 5 year sequence beginning in 8th grade. |
| Retain students at higher levels | 30% of students continue with 4 consecutive years in high school. |
| Participate in AP, IB, level 5, and/or CIS program | Delaware Valley High School has level 5 and Advanced Placement Courses in French, German, and Spanish. |
| Schedule classes that are one level per period | There is one split or multi-level class in French (French 3/French 4). |
| Provide an extended sequence instruction in at least one commonly taught language | The Delaware Valley School District has full year daily instruction in grades 8-12 in French, German, and Spanish |
| Implement Key Instructional Practices | Based on interviews and observations, 100% of the high school teachers implement all four key instructional practices on average of 84% of the time. |
| Administer Standards-based performance assessment(s) | |
| Engage in yearly staff development on world language topics | 3 full time and ¼ teachers attended a one-day World Language Workshop at the University of Scranton. |
| Maintain current membership in professional organizations | 1 teacher belongs to PSMLA and AATSP. 1 teacher belongs to AATF. 1 and ¼ teachers belong to AATG. |
| Provide special program features | AP Spanish, Spanish 5, and Spanish 4 students took a field trip on October 25, 2016 to El Repertorio Español in New York City to see the play “La Gringa.” AP Spanish students participated in the National Spanish Exam in March 2016. AP French and French 5 students participated in the National French Contest in March 2016. Delaware Valley High School has a Foreign Culture Club that meets every other Monday after school for 1 ½ hours. |



Fairview High School

Fairview School District

2017-2018

Fairview, PA

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| High percentage of world language enrollment | At Fairview High School we have 501 students(paper work says 502 but one student transferred). We offer Spanish and French at the high school. The total amount of students that participated in the World Language departments offerings for the 2016-2017 school year total 279 which is 55.68%. |
| Languages in 4 year sequences | We have Spanish 1-4 plus 3 AP options, in French we have French 1-4 with 2 AP options. We operate on a block schedule with 2 semesters per school year. |
| Retain students at higher levels | We have 109 ninth graders taking either French or Spanish. We have 49 students taking an upper level French or Spanish course(level 4 or AP). We have 135 ninth graders therefore 80.74% (109/135) of our ninth graders take a world language. We have 49 students in the upper levels out of 366 students that are non- |
| AP, IB, level 5, and/or CIS program | Following Spanish IV, students may take AP Spanish Literature & Culture or AP Spanish Language & Culture I. AP Spanish Language & Culture II is offered for those students who wish to continue (See indicator #5 for explanation of combined course) to a 6th or 7th level of Spanish. Attached are 2016 AP exam scores. |
| Schedule one level per period | Both AP Spanish Language & Culture I and II are combined into one class period. One curriculum is taught and flipped with a second the following year. |
| Extended sequence | At Fairview Middle School, all students in grades five through seven have a foreign language exploratory course lasting 36 days. Grade 5 – Spanish. Grade 6 – Mandarin. Grade 7 – French. Each of these classes takes place over 36 consecutive days. |
| Implement Key Instructional Practices | Quote from Mr. Dale Lewis and Mr. Matt Lane “Principals obtained the percentage noted for the Four Key Instructional Practices based on our thorough observations and walkthroughs with all of the world language teachers. We were able to both see and document everyday target language use, small group communicative practices, student target language expression, and regular instruction related to culture.” |
| Administer standards-based performance assessment | All levels of both languages do some form of interpersonal speaking assessments. Attached are descriptions and rubrics for a level 1 Spanish and French basic conversation assessment. Also attached is an example interpersonal speaking portion of an IPA in Spanish IV to reflect the usage of similar ACTFL-based rubric as they advance. |
| Engage in yearly staff development on world language topics | We have done many things between the 2015/2016 and 2016/2017 school years in regard to professional development. We have participated in the following activities: Fairview School District Curriculum Planning for World Language (2015-2017), PSMLA Fall Conference 2016(presented, attended, and Robert Hall accepted the Educator of the Year Award), Robert Hall will be attending NECTLF in New York City where he is eligible for NECTFL Educator of the Year, PLS college courses Design Motivation for all Learners and Strategies for the Inclusive Classroom, and iPad trainings. |
| Membership in professional orgs | 3/4 of our World Language teachers are active members of PSMLA. |
| Provide special program features | 1. Cholet Exchange: Every two years (in June) students from Fairview spend two weeks in France. One week is a homestay in Cholet, the other is a tour. In October, the host students from Cholet spend two weeks in Fairview. 2. Costa Rica Trip: Took 8 students (experience ranging from level 2 Spanish through level 5/AP) to Costa Rica for 9-day community service and experiential-learning travel. See attached documents for itinerary and social media reports and USB for student-created video slide show. 3. Salsa y Salsa/Spanish Club: Our Spanish Club meets about once a month and does certain yearly events such as Salsa y Salsa, which invites other local Spanish Clubs, and a Christmas party reflecting cultural practices of Spain. Attached is publicity poster, and two pages pulled from the community newsletter. |



Gateway High School

Gateway School District

Monroeville, PA

2016 - 2017

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| Maintain high percentage of total world language | 49% of total school enrollment is enrolled in a foreign language class. |
| Provide a variety of languages in a 4 year high school sequence | Spanish, French, German and Latin are offered to a student population of 1,177. |
| Retain students at higher levels | 55% of students in a language in 9 th grade continue to level 4 or 5. |
| Participate in AP, IB, level 5, and/or CIS program | Advanced Placement is offered in Spanish, French, German and Latin. |
| Schedule classes that are one level per period | No multi-level classes are taught in the World Languages Department. |
| Provide an extended sequence instruction in at least one commonly taught language | Spanish, French, German, and Latin each offer 5 years beginning in grade 8. |
| Implement Key Instructional Practices | 90% of world language teachers follow key instructional practices as determined by results of classroom observations by department manager/head principal. |
| Administer Standards-based , performance assessment(s) | OPIc (Oral Proficiency Interview by Computer) administered to level 3 and 5 students in Spanish, French, and German. All levels of Latin students take National Latin Exam. |
| Engage in yearly staff development on world language topics | 100% of world language teachers participated in one in-house workshop equivalent to 5 hours and one full day WL presenter workshop. |
| Maintain current membership in professional | 100% of world languages teachers belong to PSMLA. |
| Provide special program features | We promote language study by sponsoring a booth at the Community Homecoming Carnival, by presenting an Alumni Study Abroad Panel to students, and by featuring our annual World Cup Soccer Tournament between languages during GHS World Languages Month. |



Gettysburg Area High School

Gettysburg Area School District

Gettysburg, PA

2015 -- 2018

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| High percentage of world language enrollment | Total enrollment is 1074. World language enrollment is 471. 44% of students take a foreign language. |
| Provide a variety of languages in a 4 year high school sequence | We have levels IV and V world language classes in French, German, Latin, and Spanish. Total school enrollment is 1074. |
| Retain students at higher levels | 153 9 th graders are enrolled in world language classes. 40 students are enrolled in level 4 or above. 26% continue to level 4 and above. |
| Participate in AP, IB, level 5, and/or CIS program | At least one such class for every traditional language is offered. |
| Classes are one level per period | 1 multi-level world language class. German 4/5. |
| Provide an extended | 5 years (sequential program begins in grade 8) in three languages. |
| Implement Key Instructional Practices | 80% of world language teachers follow key instructional practices. |
| Administer Standards-based , performance assessment(s) | The district administers standards based assessment in French, German, and Spanish at two language levels. (1 & 2) |
| Yearly staff development | All full-time WL teachers participated in at least 2 activities. Part-time teachers participated in 1 activity. 14:12=86%. |
| Membership in professional organizations | 100% of WL teachers maintain current membership in professional organizations. |
| Provide special program features | Spanish: Costa Rica Trip and Washington DC to a Spanish restaurant. German: German-American Day at McDaniel College. Latin: participated in the National Latin Exam. French: Washington DC to a French restaurant and to a French exhibit. |



Jenkintown High School

Jenkintown School District

Jenkintown, PA

2016 - 2017

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| Maintain high percentage of total world language enrollment | At Jenkintown High School, all students are invited to enroll in the World Languages classes. Indeed, there are no IEPs or 504s that preclude students from participating in a World Language class. The total student enrollment of the high school is 188 of which 148 are taking a WL class. Consequently, there are 78.7% of the high school students enrolled in one of the following classes in French or Spanish: Levels 1,2,3,4,5 or AP. |
| Provide a variety of languages in a 4 year high school sequence | We have a four-year high school sequence French and Spanish classes with daily instruction; students may choose from levels 1,2,3,4,5 or AP. Out of the 188 students, 28 students (17 in Spanish and 11 in French) have reached the 4 th level of the target language and will probably enroll in the 5 th year. |
| Retain students at higher levels | There are 59 students (28+31) enrolled in upper level classes in French and Spanish compared to 54 ninth graders enrolled in World Language classes (French and Spanish): 28 students are enrolled in level 4, which represents 51.8 % of the 9 th graders (28/54 x 100), 31 students are enrolled in level 5 and AP, which represents 57.4 % of the 9 th graders. We have a yearly high retention level. |
| Participate in AP, IB, level 5, and/or CIS program | Jenkintown enrolls students in Level 5 and AP courses in both French and Spanish. |
| Schedule classes that are one level per period | The schedules of the language teachers prove that there are no multi-leveled or split classes offered at the Jenkintown School District. Students begin to study French or Spanish at a basic level and advance into the next course the following year. |
| Provide an extended sequence instruction in at least one commonly taught language | We have a K-12 language program in the Jenkintown School District. The language program is in Spanish and French. Students begin studying languages at a basic level in Elementary School and progress to the upper levels in Middle and High School. We have AP courses for both of these languages in the high school. |
| Implement Key Instructional Practices | Jenkintown World Language teachers teach French and Spanish using instructional practices supported by research and considered key by ACTFL to promoting target language acquisition by our students. |
| Administer Standards-based, performance assessment(s) | ACTFL trained and certified Oral Proficiency Interview administrators come to Jenkintown every spring to conduct OPI assessments for all French and Spanish students enrolled in levels 3, 4, 5, and AP. All students are rated on their interpersonal communication proficiency according to the ACTFL speaking proficiency rubric. |
| Engage in yearly staff development on world language topics | Each member of the Department has attended at least 5 hours of staff development workshop or conference on teaching world languages. Each member has also met the minimum 5 hours for in-house professional development via team curriculum work and travel with students. All four members of the World Languages Department maintain memberships in professional organizations and pursue professional development through those memberships via on-line networking and communication, journals, and books. In addition, Edith Guay is an officer of AATF, and Richard Detwiler is an officer of MCATFL, and are involved in planning and organizing professional development events for colleagues. |
| Maintain current membership in professional organizations | All four members of the World Languages Department maintain memberships in professional organizations. Each is a member of MCATFL, as well as ACTFL, AATF, AATSP, PASE, PSMLA, NECTFL, Tri-State CI Association, and/or MLAPV. In addition, both Edith Guay and Richard Detwiler are officers in local organizations. |
| Provide special program features | JSD WLD has several special programs for its students. JHS maintains student exchange programs for its upper level French students with Le Lycée Léonardo Da Vinci (in Saint Germain-en-Laye in France) and with Colegio Divina Pastora (in Leon, Spain) for its upper level Spanish students. There is also a trip to Quebec with a home-stay component for its lower level French students. JSD WLD participates annually in the French National Contest and the National Spanish Examinations. In addition, the WLD and World Languages Honor Society organize an International Festival for the community every year. |



Hanover High School

Hanover Public School District

Hanover, PA

2017-2018

Olivia Quynn oquynn@hanoverpublic.org 717-387-1834

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| High percentage of world language enrollment | The total enrollment of the high school is 472 students of which 247 are taking a world language class. As a result, 52% are enrolled in either French or Spanish. |
| Languages in 4 year sequences | We have a 4-year high school sequence, year-long with daily instruction in Spanish and French. We have Spanish levels 1, 2, 3, 4 and AP. We have French levels 1, 2, 3 and AP. |
| Retain students at higher levels | There are 78 ninth graders enrolled in language classes and 23 students enrolled in level 4 and above. The percentage of students in the upper levels compared to the current ninth grade is 30%. |
| Participate in AP, IB, level 5, and/or CIS program | Hanover High School has Advanced Placement courses for Spanish and French. |
| Schedule one level per period | There are no multi-level world language classes at Hanover High School. |
| Extended sequence | We have a 5 years sequential Spanish program (beginning in 8 th grade) and a 4 years sequential program in French through grade twelve. Classes meet daily and courses equal 1 full credit towards graduation. |
| Implement Key Instructional Practices | Sixty-six percent of Hanover High's language teachers (2 out of 3) demonstrate key instructional practices as describe. The 90% indicates the average degree to which the two observed teachers implement key practices in their classrooms. |
| Administer standards-based performance assessment | |
| Engage in yearly staff development on world language topics | Sixty-six percent of high school language teachers participated in at least one outside professional world language activity. These teachers attended a week-long AP summer institute at Goucher College. One hundred percent of high school teachers participated in one in-house curriculum writing workshop (equivalent to 3 hours). |
| Membership in professional orgs | 100% of world language teachers belong to a professional world language organization. |
| Provide special program features | An educational travel opportunity took place in Spain in the summer of 2016. French students participate in penpal exchanges with students in France. Letters, videos, cards, and photos have been exchanged. Both program features provide language practice outside of the classroom. |



J.P. McCaskey High School

School District of Lancaster

Lancaster, PA

2014 – 2017

Alison Browning, ambrowning@lancaster.k12.pa.us, (717) 291-6211 ext. 30294

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| Maintain high percentage of total world language enrollment | Total school enrollment= 2517 for the academic year 2015-2016. 1175 students are enrolled in world language classes. However, 493 students are exempt from taking a world language class. The enrollment percentage is 58%. |
| Provide a variety of languages in a 4 year high school sequence | McCaskey offers level 4 in Chinese, French, German, and Spanish. |
| Retain students at higher levels | There are 444 9 th graders enrolled in world language classes at various levels. It is typical to have sophomores, juniors and seniors enrolled in level 4 classes or higher. Combining all of those students we have 124 students in level 4 or above. That is a retention rate of 28%. |
| Participate in AP, IB, level 5, and/or CIS program | McCaskey offers IB Chinese 3 & 4, IB French 3 & 4, IB German 3 & 4, IB Spanish 3, 4, 5, 6 & 7. McCaskey also offers AP Spanish 5-Language and AP Spanish 6- Literature. |
| Schedule classes that are one level per period | There are no-multi level classes in commonly taught languages. |
| Provide an extended sequence instruction in at least one commonly taught language | The School District of Lancaster has a K-12 sequence in Spanish. |
| Implement Key Instructional Practices | Through classroom observations and a reflective survey sent out to the World Language Department it was determined that 70% of the department implements key instructional practices. |
| Administer Standards-based , performance assessment(s) | McCaskey administers standards-based assessments in all modern languages taught at two benchmark levels. The common assessment for Chinese, French, German and Spanish level 1 is an oral proficiency exam that is graded with ACTFL rubric. Students in IB French, German and Spanish 3 are given a written proficiency exam that is based on the IB <i>ab initio</i> rubric. |
| Engage in yearly staff development on world language topics | Of the 13 members in the department 12 of the members completed at least 5 hours of training in-house and at other conferences. That is 92%. |
| Maintain current membership in professional organizations | 10 teachers out of 13 are members of a professional organization. This is a percentage of 77%. |
| Provide special program features | McCaskey has a World Language Evening, German Club and level 4 and higher language students participated in the Franking & Marshall College “Celebrate Languages Flash Mob” in the spring of 2015. |



Merion Mercy Academy
Lower Merion School District
Merion Station, PA
2015-18

Ms. Patricia Nowlan Email: pnowlan@merion-mercy.com Phone: (610) 664-6655 x 332

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| High percentage of world language enrollment | Language study is offered to every student at Merion Mercy Academy. 83.6% of the student body is currently enrolled in a French, Latin or Spanish class. |
| Languages in 4 year sequences | At Merion Mercy Academy, we have a four-year sequence of French, Latin and Spanish. Both AP French and AP Spanish are offered yearly. Mandarin Chinese is offered to juniors and seniors as elective courses taken online. Additionally, two seniors have opted to take Arabic online this year. |
| Retain students at higher levels | 70% of students in 9 th grade at Merion Mercy Academy continue on to study language at level 4. |
| Participate in AP, IB, level 5, and/or CIS program | Merion Mercy Academy currently has one section of AP French and two sections of AP Spanish. |
| Schedule one level per period | We do not have any multi-level (split) classes. Though Spanish 4A/AP Spanish appears to be a combined class, the same curriculum is taught to both levels for the duration of the year with more challenging assessments given to the AP students. Additionally, AP students take the AP exam at the end of the year, while A-level (honors) students do not. |
| Extended sequence | We have an extended, four-year sequence of instruction for French, Latin and Spanish. All language courses meet seven days out of an eight-day cycle of classes. One out of these seven days, classes meet for an extended (block) period of instruction for an average of 39 class-minutes per day per cycle. |
| Implement Key Instructional Practices | 100% of World Language teachers implement key instructional practices at Merion Mercy Academy. |
| Administer standards-based performance assessment | Merion Mercy Academy world language teachers conduct Oral Proficiency Interviews (based on the ACTFL OPI Scale) with all Level 2 and Level 3 French and Spanish students. The National Latin Exam is administered to all Latin students in Levels 1-4. |
| Engage in yearly staff development on world language topics | 100% of world language teachers completed at least 5 hours of outside and in-house professional development. |
| Membership in professional orgs | 100% of world language teachers belong to at least one professional world language organization, including (but not limited to) PSMLA, AATSP, AATF, CANE, CAAS, and IATM. |
| Provide special program features | We have many special program features, including chapters of the National French, Latin, and Spanish Honor Societies, extra-curricular clubs for French, Latin, and Spanish, and an annual trip to Italy in June. |



North Hills Senior High School
North Hills School District
North Hills, PA
2014-2017

Joe Deible Email: deiblej@nhsd.net Phone: 412-318-1402

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| High percentage of world language enrollment | 820 of 1442, or, 57% of total school enrollment is enrolled in a foreign language class |
| Provide a variety of languages in a 4 year high school sequence | 4 languages in 4-year sequence per 1,4433 students enrolled at NHHS |
| Retain students at higher levels | 64% of students in a language in 9 th grade continue to level 4 <u>and</u> 5 |
| Participate in AP, IB, level 5, and/or CIS program | At least one such class for every traditional language offered: German CHS 1/2, French CHS 1/2, Spanish CHS 1, AP, Latin CHS 1 |
| Classes are one level per period | No multi-level (split) world language classes per school in commonly taught languages |
| Provide an extended | 5 years (sequential program begins in grade 8) in 4 languages |
| Implement Key Instructional Practices | 90% to 100% of world language teachers follow key instructional practices as described |
| Administer Standards-based, performance assessment(s) | District-wide, standards-based assessment in all traditional languages at every level and testing with a proficiency-based rubric. |
| Yearly staff development | 67% of world language teachers participated in at least one full day local, state, or national world language conference per year in addition to Jan Stewart's WL Differentiation presentation at NH. |
| Membership in professional organizations | 9/9, or 100% of world language teachers belong to a professional world language organization |
| Provide special program features | 4 trips abroad to Europe and South America alone, alongside numerous field trips and experiences |



Owen J. Roberts High School

Owen J. Roberts School District

Pottstown, PA

2013-2018

Dr. Kathryn Soeder Email: ksoeder@ojrsd.com Phone: (610) 469-5589

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| Maintain high percentage of total world language enrollment | 71 % of the high school students are enrolled in a world language class. |
| Provide a variety of languages in a 4 year high school sequence | The high school has French, Spanish, Latin, and German all in a four year sequence. OJRHS has 1600 students. |
| Retain students at higher levels | 94% of students in grade 9 who are enrolled in World Language classes continue in a language to level 4 and above. |
| Participate in AP, IB, level 5, and/or CIS program | The OJRHS has AP French, AP German, AP Spanish, and AP Latin. |
| Schedule classes that are one level per period | All classes at OJRHS are single level for world language instruction. |
| Provide an extended sequence instruction in at least one commonly taught language | The sequential program for world languages begins in grade 7. |
| Implement Key Instructional Practices | All world language teachers provide instruction using the 4 Key Instructional Practices over 90% of the time. |
| Administer Standards-based , performance assessment(s) | All World Language students have a standards based assessment at two benchmark levels. |
| Engage in yearly staff development on world language topics | 92 % of World Language teachers participate in one full day local or regional professional development in addition to one in-house world language specific workshop |
| Maintain current membership in professional organizations | 12 out of 13 (92.3%) teachers belong to a professional organization. |
| Provide special program features | Students provide after school instruction for the elementary level for French, Spanish, Latin, and German. World Language students have opportunities to travel to other countries. Students are active members of the Junior Classical League. |



Pequea Valley High School

Pequea Valley School District

Kinzers, PA

2017-2018

Daniel Holler daniel_holler@pequeavalley.org 717-333-2794

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| High percentage of world language enrollment | 41% of total school enrollment is enrolled in a world language class. |
| Languages in 4 year sequences | We have German and Spanish and both languages are taught in a 4-year sequence. |
| Retain students at higher levels | 19.4% of students continue with 4 consecutive years of language study in high school. |
| AP, IB, level 5, and/or CIS program | We have AP German and AP Spanish classes. |
| Schedule one level per period | German/Spanish Conversation and German/Spanish Language & Literature are mixed-level classes; however, only 1 curriculum is taught. The courses are offered on a rotating basis. |
| Extended sequence | We have a 4-year sequence in grades 9-12 for German and Spanish. |
| Implement Key Instructional Practices | 100% of teachers carry out 4 Key Instructional Practices (as described on the Indicator 7 Form) 90% of the time or more. |
| Administer standards-based performance assessment | All students enrolled in AP German and AP Spanish (Year 4) are administered all components of the ACTFL AAPPL proficiency test. Students enrolled in German/Spanish Conversation (years 3 and 4) are administered the interpersonal Listening and Speaking component of the ACTFL APPL proficiency test. Students in German/Spanish 1 (year 1) take a writing proficiency test in January and June. |
| Engage in yearly staff development on world language topics | 100% of teachers participated in outside professional development. 100% of teachers participated in in-house professional development for curriculum alignment and assessment development. |
| Membership in professional orgs | 100% of teachers are members of professional organizations. One teacher is a member of PSMLA. |
| Provide special program features | Students enrolled in German hosted German exchange students in September/October 2015. Spanish students traveled to Costa Rica in June 2016. German students traveled to Germany on a 3-week exchange in June 2016. |



Penncrest High School
Rose Tree Media School District
Media, PA
2012-2017

Mrs. Kimberly Riviere Email: kriviere@rtmsd.org Phone: 610- 627- 6294

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| Maintain high percentage of total world language enrollment | 71% of Penncrest students are enrolled in a language course |
| Provide a variety of languages in a 4 year high school sequence | French, Latin, Mandarin Chinese, & Spanish are all offered in 4 year sequences to our 1242 students. |
| Retain students at higher levels | Over 62% of our students continue to advanced and AP levels |
| Participate in AP, IB, level 5, and/or CIS program | Both AP French and Spanish are offered |
| Schedule classes that are one level per period | There aren't any split level courses for traditional languages. There is one split level course of Latin 3/4. |
| Provide an extended sequence instruction in at least one commonly taught language | World Language instruction in French and Spanish begins in 6 th grade. |
| Implement Key Instructional Practices | 100% of high school teachers implement key instructional practices |
| Administer Standards-based , performance assessment(s) | Students in all modern languages complete oral proficiency interviews that are scored using a common, ACTFL-based rubric. All Latin students take a National Latin Exam. |
| Engage in yearly staff development on world language topics | 8 of 9 teachers completed both in-house and outside WL professional development |
| Maintain current membership in professional organizations | 100% of WL members maintain membership in at least 1 professional association |
| Provide special program features | The department sponsors 6 biannual trips. There is an exchange trip to France (& Spain) and immersion trips to Costa Rica & China (as well as Italy & Quebec.) |



Pittsburgh Alderdice High School

Pittsburgh Public Schools

Pittsburgh, PA

2005 - 2018

Mina T. Levenson

Email: mlevenson1@pghboe.net

Phone: 412-529-4848

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| High percentage of world language enrollment | Total enrollment = 1,481 Total World Language enrollment = 1156 % of students enrolled in World Languages = 78% (1156/1481) |
| Languages in 4 year sequences | <u>Allderdice has enrolled classes in:</u> Chinese 1-5 PSP; French 1-4 PSP; French 1-4 CAS/6 CAS; French 5 AP; Japanese 1-4 PSP; Spanish 1-4 PSP; Spanish 1-4 CAS; Spanish 5 AP Language; Spanish 6 AP Literature; |
| Retain students at higher levels | Total Grade 9 students = 339 Total enrollment in levels 4, 5, & 6, in all languages = 135 The comparative % enrolled in all language classes = 40% (135/339) |
| Participate in AP, IB, level 5, and/or CIS program | <u>Allderdice has enrolled classes in:</u> Chinese 5 PSP; French 5 AP; French 6 CAS; Spanish 5 AP Language; Spanish 6 AP Literature; |
| Schedule one level per period | There is one section of French 3/4 PSP that has flipped the curriculum. There is a separate French 4 CAS (gifted and talented) |
| Extended sequence | Pittsburgh Liberty K-5 provides Spanish instruction from K- 5 Pittsburgh Colfax K-8 provides Spanish instruction in grades 5-8 (inclusive) Pittsburgh Alderdice provides Spanish instruction in grades 9, 10, 11, & 12. |
| Implement Key Instructional Practices | 100% of the teachers in the Pittsburgh Alderdice World Language Department use the 4 key instructional practices. |
| Administer standards-based performance assessment | The PPS Orals exams are given at two levels: Proficient (Intermediate-Low) and Distinguished (Intermediate-High) Exams, corresponding to the ACTFL Scale. |
| Engage in yearly staff development on world language topics | <u>Outside:</u> 10/10 = 100% <u>In-House</u> 10/10 = 100% |
| Membership in professional orgs | 10/10 = 100% belong to a Professional World Language/Cultural organization |
| Provide special program features | 1. SocialChange 101-Workshop Series —students addressed social issues via Spanish realia, lectures, discussions, and videoed interviews with a CMU professor, as well as, native Hispanic speakers. 2.. Academic WorldQuest Competition covers international affairs, cultures, languages, religions, geography, history, economics, etc. 3. Allderdice students participated in the High School Japanese Speech Contest and Le Gran Concours with many hours of practice yielding great success. |



Pittsburgh Brashear High School
Pittsburgh School District
Pittsburgh, PA
2016-2017

Devin Browne, dbrowne1@pghboe.net, 412-225-9524

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| High percentage of world language enrollment | Total Brashear enrollment: 1278. Total enrollment in world languages (totals taken from the bottom of class lists for each section of all world language classes): 834. Total % enrolled in WL at Brashear: 65% |
| Languages in 4 year sequences | We have level 4 & 5 French, a level 4 Italian, and level 4, 5, & 6 Spanish. We <u>will</u> have level 4 Russian in 2 years – this is a new program, only in its second year. |
| Retain students at higher levels | Total # of 9 th graders enrolled in world languages: 222. Total # of students in level 4 or higher: 87 .% of students continuing to level 4 or higher: 39% |
| AP, IB, level 5, and/or CIS program | We have French 5 and Spanish 5/6 AP |
| Schedule one level per period | Spanish 5/6 AP and French 4/5 classes are combined but all students are taught together with curricula flipped alternating years. |
| Extended sequence | Carmalt K-8 is an elementary school that offers Spanish and is in Brashear's feeder pattern. |
| Implement Key Instructional Practices | Principal verifies that 100% of WL instruction at Brashear is in line with the 4 Key Instructional Practices. |
| Administer standards-based performance assessment | The PPS Orals is a district-wide, standards-based assessment aligned with the ACTFL oral proficiency standards. Brashear assesses language proficiency at 2 levels: Proficient (equivalent to Intermediate Low) and Distinguished (equivalent to Intermediate High) |
| Engage in yearly staff development on world language topics | 4 of 7 world language teachers (57%) participated in at least 1 full-day local, state, or national WL conference in addition to at least one in-house WL PD. |
| Membership in professional orgs | 100% of Brashear WL teachers are members of PSMLA. |
| Provide special program features | Brashear has an extensive partnership with Pitt's Center for Russian and East European Studies which provided speakers, materials, and a field trip. Five of our students participated in the inaugural Pitt STARTALK Russian summer program. Brashear sponsors annual National Hispanic Heritage Month celebration and Mardi Gras activities. In addition, Brashear offers a before-school French, Italian, and Spanish instruction for 8 th graders from the adjoining middle school. |



Plymouth Whitemarsh High School Colonial School District

Plymouth Meeting, PA

2017-2018

Rich Madel rmadel@colonialsd.org 484-802-2695

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| High percentage of world language enrollment | As of October 19, 2016, the total enrollment at Plymouth Whitemarsh High School is 1490 students. Of the total enrollment, 1104 students are enrolled in World Language Classes which represents 74 percent of the student body. |
| Languages in 4 year sequences | In the 2015-16 school year, Plymouth Whitemarsh High School's total enrollment was 1,490. 198 students were enrolled in one of three World Language course (Spanish, French or Latin) at the level four or above. |
| Retain students at higher levels | In the 2015-16 school year, 198 students at Plymouth Whitemarsh High School were enrolled in a World Language course at the level four or above. In the same school year, 287 students at Plymouth Whitemarsh High School were enrolled in a World Language course in 9th grade. 198 divided by 287 is .689, thus indicating that students were retained in higher language courses by a rate of 69%. |
| AP, IB, level 5, and/or CIS program | We have two AP Language courses at Plymouth Whitemarsh High school for the 2016-2017 school year. Jason Williams teaches AP Spanish and Sophie Davidson Teaches AP French. Their current schedules can be found in the evidence folder. |
| Schedule one level per period | There are no language classes taught this academic year that are split classes. Each class's curriculum is geared to only one level at a time. The same is true for the academic year 2015-16. |
| Extended sequence | Language instruction begins with an exploratory experience in 6 th grade and continues with a proper full year of a student-selected language in grade 7. |
| Implement Key Instructional Practices | In the judgment of Mike Azcona, Supervising Principal of the Department of World Languages, 100% of modern language teachers at PWHS employ 100% of the four key instructional practices on a consistent (if not daily) basis. |
| Administer standards-based performance assessment | All modern languages share a common proficiency-based Integrated Performance Assessment in levels 1 (Novice Mid) and 3H (Intermediate Low) that addresses ACTFL standards for communicative language teaching. Both assessments are evaluated using a common performance based rubric. Latin students participates each year in the National Latin Exam at the end of levels 1 through AP. |
| Engage in yearly staff development on world language topics | 75% of department members have participated in at least one full day workshop/conference. 100% of department members have participated in at least 5 hours of in-house professional development: |
| Membership in professional orgs | At Plymouth Whitemarsh High School, seven out of eight world language teachers (88%) belong to a world language-centered professional organization. |
| Provide special program features | PWHS participated in an exchange program with a school in Spain during the 2015-16 school year; PWHS hosts an Oral Proficiency Contest each year in which students from all over Montgomery County compete for recognition in various levels and languages; Spanish Club organized a Día de los Muertos Face Painting activity during lunches to support a local community organization. PWHS also hosted a family multicultural night. |



Strath Haven High School

Wallingford-Swarthmore School District

Wallingford, PA

2015-2018

Gino Miraglia gmiraglia@wssd.org 610-892-3400

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| High percentage of world language enrollment | SHHS has a 4 semester requirement for WL, the only school in the area with such a requirement. 85 % of the total school population is enrolled in WL courses, but subtracting the IEP population of 209 students, 100% of the student body is enrolled in a WL course. |
| Languages in 4 year sequences | SHHS offers 5 languages: <ul style="list-style-type: none">• Chinese 1-4, AP Chinese Language and Culture• French 1-4, AP French Language and Culture, Advanced French Studies• German 1-4, AP German Language and Culture, Advanced German Studies• Latin 1-4, AP Latin Literature Spanish 1-4, AP Spanish Language and Culture, AP Spanish Literature |
| Retain students at higher levels | In 9th grade, there are 212 WL students. In level 4, we have 199 WL students. There is a retention rate of 94 %. |
| Participate in AP, IB, level 5, and/or CIS program | Students are currently enrolled in AP Chinese, AP French, AP German, AP Latin, and AP Spanish. In addition, we offer AP Spanish Literature, Advanced French Studies and Advanced German. |
| Schedule one level per period Extended sequence | There aren't any mixed level courses in commonly taught languages. Latin IV and AP Latin are combined, but exempt as a less commonly taught language. Students choose Chinese, French, German or Spanish in 6 th grade. Students may start Latin beginning at the high school. In Chinese and Latin, we offer 5 levels (1-AP) and in French, German and Spanish we offer 6 levels (1-AP Lit/Advanced Studies). |
| Implement Key Instructional Practices | Through classroom observations based on the criteria it was determined that 75% of the time, teachers grades 9-12 use the key instructional practices on a daily basis since in level 1 and some CP classes, the TL is used 75% of the block. |
| Administer standards-based performance assessment | It is our department curricular objective to assess the 3 modes of communication using the common rubric tied to the ACTFL proficiency scale. In addition, we administer AP oral and written assessments tied to the national ACTFL scale in all languages offered: Chinese, French, German, Latin, and Spanish. |
| Engage in yearly staff development on world language topics | 70% (7/10) of World Language teachers completed at least 5 hours of outside professional development. 100% (10/10) of World Language teachers completed at least 5 hours of in-house professional development. |
| Membership in professional orgs | 90% World Language teachers belong to at least one professional organization. |
| Provide special program features | The World Languages Department offers a variety of special programs. For the 2015-2016 school year there were trips to Germany and Peru, as well as Exchanges with France and Germany. We offer national language exam contests in Chinese, French, German, Latin and Spanish. We celebrate National Foreign Language Week with a variety of activities. |



Titusville Area High School

Titusville Area School District

2017- 2018

Titusville, PA

Debra Amsler damsler@gorockets.org 814-827-2715

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| High percentage of world language enrollment | 40% of the students attending Titusville High School are enrolled in a world language class. |
| Languages in 4 year sequences | French and Spanish are offered in our school which has a total population of 600 students. |
| Retain students at higher levels | 28% of the students in a language in 9 th grade continue to level 4 and above. |
| Participate in AP, IB, level 5, and/or CIS program | The district offers AP Spanish. |
| Schedule one level per period | There is only 1 multi-level world language class of French 1/3. |
| Extended sequence | The Spanish program spans years, beginning in 8 th grade. |
| Implement Key Instructional Practices | The world languages teachers follow key instructional practices as described 90% of the time. |
| Administer standards-based performance assessment | District-wide, standards-based assessment IPA is administered in Level I French and Spanish. |
| Engage in yearly staff development on world language topics | One teacher attended PSMLA state conference. All three teachers participated in locally provided/world language specific training focused on using technology in a world language classroom. |
| Membership in professional orgs | 100% of world language teachers belong to the Pennsylvania State Modern Language Association. |
| Provide special program features | Students in German levels 2, 3 and 4 were Pen Pals with students in Salzgitter-Bad, Germany throughout the 15-16 school year. |



Upper Moreland High School

Upper Moreland Township School District

Willow Grove, PA

2009-2018

Jenny Lehman Email: jlehman@umtsd.org Phone: 215-830-1568

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| High percentage of world language enrollment | The total number of students enrolled at Upper Moreland High School is nine hundred eight (908). Four hundred seventy seven high school students are enrolled in World Language courses, which is 52.5% of the total student population. |
| Languages in 4 year sequences | We have French, German and Spanish courses in a five year sequence. Students choose their language of study after a rotation through French, German and Spanish in seventh grade. We have Level I for all three languages beginning in eighth grade and we have Level I in Spanish at the high school. We have Level II through AP for all three languages at the high school. |
| Retain students at higher levels | The total number of 9 th graders enrolled in a World Language class is one hundred seventy one (171). The total number of students enrolled in Levels IV and AP is eighty-nine (89). The retention rate is 52 %. |
| Participate in AP, IB, level 5, and/or CIS program | We have AP courses for all World Languages (French, German and Spanish) at Upper Moreland High School. All AP courses in French, German and Spanish meet five days per week for a full school year. |
| Schedule one level per period | There are no split level courses in French, German or Spanish. All scheduled World Language classes are one level per period. |
| Extended sequence | We have Spanish as a special on a 6 day rotation schedule at the elementary level in grades 3, 4 and 5. We have Spanish every day for one full marking period (45 days) in grade 6. We have Exploratory French, German and Spanish in grade 7, and we have Level I for all three languages in grade 8. We also have Level I for Spanish at the high school, and Levels II through AP at the high school for French, German and Spanish, thus we have a five year sequential program in all languages. |
| Implement Key Instructional | 90 percent of all World Language teachers implement key instructional practices. The percentage is based upon regular classroom visitations and observations. |
| Administer standards- based performance | District –wide, standards based common online assessments in German, French, and Spanish are given at the end of Levels II and IV. Proficiency assessments meet ACTFL Standards 1.1 and 1.3 through student communication of information on a variety of topics. |
| Engage in yearly staff development on world language topics | 78 percent of World Language teachers attended the PSMLA Fall Conference 2015 on October 17, 2015. Three World Language teachers (33 percent) attended the ACTFL Fall 2015 conference. 100 percent of World Language teachers attended extensive in-house World Language specific district professional development between June 2015 and February 11, 2017. Four teachers participated in travel abroad with Spanish and German students. |
| Membership in professional orgs | There are 9 World Language Teachers in the Upper Moreland School District. 100 percent of World Language Teachers belong to a professional organization, including AATG, MCATFL, PASE and PSMLA. |
| Provide special program features | Annually, World Language students participate in various cultural and educational activities, which immerse them in the target language. Special programs include student exchanges, trips abroad, language clubs and field trips. |



Vincentian Academy

Pittsburgh, PA

2006 - 2017

Beverly Buxareo, Beverly.buxareo@vincentianacademy.org, 412-364-1616 ext. 208

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| Maintain high percentage of total world language enrollment | 88.7% of total school enrollment is enrolled in a world language class |
| Provide a variety of languages in a 4 year high school sequence Retain students at higher levels | Spanish and French are taught in a 4 year sequence 70% of students in 9th grade continue to level 4 |
| Participate in AP, IB, level 5, and/or CIS program | We have IB 3rd and 4th level classes |
| Schedule classes that are one level per period | No multi-level world language classes - all classes full period 1 credit classes |
| Provide an extended sequence instruction in at least one commonly taught language | Sequential program begins in elementary school in at least one language |
| Implement Key Instructional Practices | 100% of world language teachers follow key instructional practices as described |
| Administer Standards-based , performance assessment(s) | School administers IB Oral and Written exams to 100% of IB students |
| Engage in yearly staff development on world language topics | 67% of world language teachers participate in at least one full day state or national world language conference |
| Maintain current membership in professional organizations | 100% of world language teachers belong to a professional world language association |
| Provide special program features | Spanish students participated in immersion program in Spain, all students (French and Spanish) offered Europe trip – 32 traveled with EF Tours summer 2015, IB Spanish students visited ships of Columbus Foundation after studying history of voyage in Spanish |



William Penn Charter School

Philadelphia, PA

2017-2018

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| High percentage of world language enrollment | Our current Upper School enrollment at William Penn Charter School is 452 students. Of these 452 students, there are 427 students enrolled in a world language. Therefore, our percentage of students enrolled in a world language is 94.5% |
| Languages in 4 year sequences | We have four languages at Penn Charter (Spanish, French, Chinese, Latin). All four have classes levels 1 – 5. |
| Retain students at higher levels | There are 120 students enrolled in levels 4 and above. There are 118 9 th graders enrolled in a world language. Therefore the percentage of retention is 98%. |
| Participate in AP, IB, level 5, and/or CIS program | We have level 5 classes offered in all four languages offered at Penn Charter. We also offer AP classes in both Spanish and Latin. French 5 students are also able to take the French AP test. |
| Schedule one level per period | We do not have any split or multilevel classes at Penn Charter. |
| Extended sequence | We have Spanish K – 12. Kindergarten through 5 th grade classes are offered 3x for 40 minutes in a 10 day rotation (120 minutes total). 6 th grade students rotate a quarter each in all four languages offered at Penn Charter. In 7 th and 8 th grade, students meet 9 out of 10 days for a mixture of 60 and 40 minute blocks. Upper School classes meet 7 out of 10 days for a mixture of 80 and 40 minute blocks. |
| Implement Key Instructional Practices | Integrated Performance Assessments are used in French and Spanish in levels 2 and above. The National Latin Exam is used to assess our Latin program in all levels. The STAMP (Avant Assessment) is used in Chinese, French, and Spanish |
| Administer standards-based performance assessment | Twelve of our thirteen (92%) teachers this year have participated in outside world language professional development and 100% of our teachers participated in in-house professional development through monthly 1.5 hour required department meetings which have included discussions of articles regarding best practices and outside presenters. |
| Engage in yearly staff development on world language topics | 100% of our teachers (13/13) belong to a World Language specific professional organization. |
| Membership in professional orgs | Twelve of our thirteen (92%) teachers this year have participated in outside world language professional development and 100% of our teachers participated in in-house professional development through monthly 1.5 hour required department meetings which have included discussions of articles regarding best practices and outside presenters. |
| Provide special program features | This year we have continued with our partnership with Escuela Martín Buber in Argentina. Students from PC traveled in June of 2015 and students from Martín Buber visited us in December of 2016. We have 10 students traveling to Buenos Aires again in June 2017. We have also continued our exchange with Yaohua School in China. Students from China visited us last spring and our students then traveled for two weeks to China over Spring Break. We have also maintained a French table that meets twice a month during lunch for students in levels 3 and above. |

| Indicators | RATIONALE |
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| 1. Maintain high percentage enrollment | <ul style="list-style-type: none"> Standards are for all students, not just the academic/economic elite. All students should attain world language standards. |
| 2. Provide choice of languages in a 4 year high school sequence | <ul style="list-style-type: none"> U.S. society is diverse. Programs should reflect this diversity within reason. Students may be more motivated to attain standards with a language of their choosing. |
| 3. Retain students at higher levels | <ul style="list-style-type: none"> Exemplary programs maintain student interest to continue their study Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes. |
| 4. AP, IB, level 5 classes, and/or College in the High School programs | <ul style="list-style-type: none"> Exemplary programs challenge students to reach higher levels of proficiency and encourage students to continue language study K-16 |
| 5. Schedule classes that are one level per period | <ul style="list-style-type: none"> Time on task is critical for attainment of standards. Multi-level (or split) classes often result in students receiving a half a period. |
| 6. Offer an extended sequence of instruction in at least one commonly taught language | <ul style="list-style-type: none"> A minimum of 3 -5 five years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale) |
| <p>7. Implement key practices</p> <ul style="list-style-type: none"> use the target language 90% in most classes in a comprehensible way engage students in pair and small group communicative activities encourage/require students to express their own meanings integrate culture into daily instruction | <ul style="list-style-type: none"> Time on task is critical. Students must be immersed in the target language as much as possible in every class period. Teachers must speak the target language—but it is critical that students comprehend what is said. Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard Students will not attain proficiency if the main emphasis of instruction is grammar and if the only speaking that occurs is memorized. Cultural knowledge is essential to effective communication. Although there are many other best practices for effective world language instruction, we believe that these are key. |
| 8. Administer standards-based, performance assessment that cuts across languages | <ul style="list-style-type: none"> There can be no standards-based program without a valid, reliable assessment that cuts across languages to determine student progress in attaining standards. To be valid and reliable have outside verification of results using a common measurement tool such as the ACTFL Scale. |
| 9. Engage in yearly staff development | <ul style="list-style-type: none"> As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of “life-long learning”. |
| 10. Maintain membership in professional organizations | <ul style="list-style-type: none"> As professionals, teachers must stay abreast of the research in the field, standards implementation, new materials, etc. Through their membership, teachers support the work of their professional organizations. |
| 11. Provide special program features beyond the classroom environment | <ul style="list-style-type: none"> These special program features may support the national standards areas: Communications, Cultures, Connections , and Communities Special programs/projects/activities tend to increase student motivation and participation in world language programs |

Note To Parents:

Studies have shown that many people in the general public believe that schools, in general, are in trouble but that the school their children attend is ok—what is the basis for this perception? Parents have more and more choices about the schools their children will attend (public, private, parochial, charter) – how can they best make informed decisions? One indicator of a strong academic school is a strong world language program!

PEP criteria gives parents and students 11 concrete program indicators that may be used to evaluate a any high school foreign language program. PSMLA hopes that parents will work with school administrators, board members, and teachers to establish and maintain high quality, standards- based foreign language programs. **All students deserve high quality world language programs**—not just those who live in affluent neighborhoods or those who are sometime referred to as the “academic elite”.

Note to School Administrators, Board Members, Department Chairs, and Community Members:

PSMLA hopes that all high schools across the Pennsylvania will be eligible to receive one of the four levels of PEP awards. Unfortunately, many schools do not meet the criteria. We hope that the 11 PEP program indicators will provide a blueprint for improvement in the coming years. While some of the program indicators may have some cost associated with them, many do not. Instead, they are indications of a strong academic program that focuses on best instructional practices (pedagogy) and national world language standards for all students. The No Child Left Behind legislation lists world language education as a “core subject”. PSMLA believes that **we all have a responsibility to make sure that no child is left behind when it comes to learning –and becoming proficient in—a foreign language.**

Disclaimer:

PSMLA is not responsible for any discrepancies that may appear between what is written here and the actual programs in the schools. Any questions about individual school programs should be addressed to the school.

An award is made for a period of two years, at which time a school may reapply. If school personnel believe they can attain a higher award, they may reapply.